

East Dubuque CUSD #119 Certified Educator Evaluation Plan

Implemented August, 2016

Mission Statement:

To provide a safe, positive, and challenging learning environment for each student, resulting in citizens of defined character.

INTRODUCTION

The Certified Educator Evaluation Plan has been developed to help ensure the staff is fulfilling the District's mission of providing a safe, positive, and challenging learning environment for each student, resulting in citizens of defined character. The plan is structured to provide choice, differentiation, and professional growth opportunities for staff.

PURPOSE OF EVALUATION

The purpose of evaluation is to create a climate to ensure quality instruction and enhance professional growth. The goal of the program is to link instruction, supervision, and evaluation to staff development. The ultimate outcome is to enhance quality instruction, encourage professional growth for the participants, and improve student achievement.

The principal, as the instructional leader in the school, is responsible for providing feedback and positive support to staff members. Evaluation of staff is constant. Staff members may have different needs at different times in their careers. New staff members may require more support and advice; they may benefit from specific observation and analysis. Experienced professionals can benefit more from support and encouragement about research and new methodology. This support may come from administrators and/or colleagues that may take forms other than observational data, such as peer observation, quality professional development, conferencing, etc. Finally, some staff members may require more intensive intervention. When intervention is necessary, staff members will have positive support as they work toward improvement.

Performance expectations of professional personnel were developed with the understanding that:

- growth and development are best achieved in an environment marked by mutual respect and trust.
- teachers are professionals and will make responsible decisions about their growth and development.
- teachers will provide a caring classroom environment for all students in an atmosphere that facilitates learning.
- reflection and analysis are essential for the professional growth of teachers and the successful practice of teaching.

Among the goals of the Certified Educator Evaluation Plan are to:

- improve the quality of instruction and performance of staff to enhance student learning as defined in the professional competencies.
- provide training and support for staff, including staff new to teaching or new to CUSD #119.
- create positive attitudes toward the purposes and value of evaluation and individual professional growth.
- collect reliable and varied data for making employment decisions.

COMPONENTS OF THE EVALUATION SYSTEM

The system is structured to provide choice, differentiation, and professional growth opportunities for staff. Observation is one component of the teacher evaluation system, which can also include collaborative conversations, self-reflection, and data based evidence. In order to ensure focus on shared values and beliefs, there is a clear need to establish consistent, objective, researched-based district criteria. Charlotte Danielson’s Framework for Teaching provides that researched-based definition of effective teaching and is one component of this comprehensive system.

Danielson’s Framework is divided into four domains.

1. Planning and Preparation
 - This domain defines how a teacher organizes the content that students are to learn—how the teacher designs instruction. Learning activities, materials, and strategies should be appropriate to both the content and the students.
2. The Classroom/Learning Environment
 - This domain consists of instruction-related interactions that occur in a classroom including the learning culture, student relationships, routines, procedures, student behavior, physical environment, etc.
3. Instruction/Delivery of Services
 - This domain represents distinct elements of instruction that engage students in the content, such as meaningful work that is important to students as well as teachers.
4. Professional Responsibilities
 - This domain encompasses the professional’s role in all educational settings. This role consists of professional responsibilities such as self-reflection and professional growth, service to students, the district, and the profession as a whole.

These domains are further broken down into 22 components and 76 elements which are outlined in the following pages. It is important to note that Domains 2 and 3 are generally observed in the classroom setting. Domains 1 and 4 have components that are observed within the classroom; however, much of the information related to these domains is a product of conversation and teacher artifacts. Domain 1, for example, can be demonstrated through the plans that teachers prepare to guide their teaching. Domain 4 can be demonstrated through teacher interactions with colleagues, families, and the larger community.

In addition, certified specialists have domains, components, and elements specifically related to their specialty. The specific number for components and elements may vary among the additional framework rubrics for specialized areas.

In addition to domains, the framework defines levels of performance. The levels of performance are intended to define the teaching, not the teacher. The levels of performance range from excellent to unsatisfactory and are defined below.

Domain 1: Planning and Preparation

- 1a: *Demonstrating Knowledge of Content and Pedagogy*
 - Knowledge of content
 - Knowledge of prerequisite relationships
 - Knowledge of content-related pedagogy
- 1b: *Demonstrating Knowledge of Students*
 - Knowledge of characteristics of age group
 - Knowledge of students' varied approaches to learning
 - Knowledge of students' skill and knowledge
- 1c: *Selecting Instructional Goals*
 - Value
 - Clarity
 - Suitability for diverse students
 - Balance
- 1d: *Demonstrating Knowledge of Resources*
 - Resources for teaching
 - Resources for students
- 1e: *Designing Coherent Instruction*
 - Learning Activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f: *Assessing Student Learning*
 - Congruence with instructional goals
 - Criteria and standards
 - Use of planning

Domain 2: The Classroom/Learning Environment

- 2a: *Creating an Environment of Respect and Rapport*
 - Educator interaction with students
 - Student interaction
- 2b: *Establishing a Culture for Learning*
 - Importance of the content
 - Student pride in work
 - Expectations for learning and achievement
- 2c: *Managing Classroom Procedures*
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d: *Managing Student Behavior*
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e: *Organizing Physical Space*
 - Safety and arrangement of furniture
 - Accessibility to learning and use of physical resources

Domain 4: Professional Responsibilities

- 4a: *Reflecting on Professional Practices*
 - Accuracy
 - Use in future
- 4b: *Maintaining Accurate Records*
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c: *Communicating with Families*
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d: *Contributing to the School and District*
 - Relationship with colleagues
 - Service to school
 - Participation in school and district projects
 - Participation in PLCs
- 4e: *Instructional Growth and Development*
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f: *Demonstrating Professionalism*
 - Service to students
 - Advocacy
 - Decision making

Domain 3: Instruction/Delivery of Service

- 3a: *Communicating Clearly and Accurately*
 - Directions and Procedures
 - Oral and written language
- 3b: *Using Questioning and Discussion Techniques*
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c: *Engaging in Student Learning*
 - Representation of content
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d: *Using Assessment for Instruction*
 - Quality: accurate, substantive, constructive, and specific
 - Feedback to students
 - Timeliness
- 3e: *Demonstrating Flexibility and Responsiveness*
 - Lesson adjustment
 - Response to students
 - Persistence

Excellent performance refers to the professional teacher who innovatively involves students in the learning process and creates a true community of learners.

To achieve an excellent summative rating: Of the overall domain ratings, there are at least two ratings of Excellent, one being in Domain 3, and nothing less than Proficient in any domain.

(worst possible rating = 2 Excellent, 2 Proficient) (best possible rating: 4 Excellent)

Proficient performance refers to the successful, professional teacher who consistently performs at a high level.

To achieve a proficient summative rating: Of the overall domain ratings, there may be a combination of Excellent, Proficient, and Needs Improvement, with no more than one Needs Improvement. Domain 3 may not be rated below Proficient to remain at this level.

(worst possible rating = 3 Proficient, 1 Needs Improvement) (best possible rating: 3 Excellent and 1 Needs Improvement)

Needs Improvement performance refers to the teacher who has the necessary knowledge and skills to be effective, but is inconsistent in applying the skills.

To achieve a Needs Improvement summative rating: Of the overall domain ratings, combination of Excellent, Proficient, Needs Improvement, and Unsatisfactory, with no more than one Unsatisfactory. Domain 3 may not be rated below Needs Improvement to remain at this level.

(worst possible rating = 3 Needs Improvement and 1 Unsatisfactory) (best possible rating: 3 Excellent and 1 Unsatisfactory)

**Note: Any teacher receiving a rating of Needs Improvement will be required to complete a teacher professional development plan as described in this plan. Within 30 school days after the notification of a Needs Improvement rating for a tenured teacher, the evaluator, in consultation with the teacher, will develop a professional development plan directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement. This plan will remain in effect for 90 school days with a minimum of one midpoint and one end point evaluation to be completed by an evaluator.*

Unsatisfactory performance refers to a teacher who does not apply the concepts underlying the component.

To achieve an Unsatisfactory summative rating: Of the overall domain ratings, anything more than one unsatisfactory.

**Note: Any teacher receiving a rating of Unsatisfactory will be required to complete a teacher remediation plan as described in this plan. Within 30 school days after the notification of an unsatisfactory rating for a tenured teacher, the evaluator, in consultation with a consulting teacher, will develop a remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable by administration. This plan will remain in effect for 90 school days with a minimum of one midpoint and one endpoint evaluation to be completed by an evaluator.*

COMPONENTS OF THE SUMMATIVE EVALUATION

This system is designed to provide a differentiated approach for non-tenured and tenured staff. Evaluations will include:

Notification: Staff members who are required to be evaluated during the school year will be notified in writing prior to the first day of student attendance. All other staff members will be notified they may be subject to being evaluated during the school year. The written notice will include a copy of the observation

and performance evaluation instrument, a summary of the manner in which measures of student growth and professional practice relate to the overall performance evaluation ratings, and a summary of the district's procedures related to professional development plan and remediation measures.

Pre-observation conference: This is a meeting that will be scheduled at a mutually convenient time for staff and the evaluator. The evaluator should review the areas to be observed, and the staff member may discuss his/her objectives, methods, and materials. The tentative observation dates, times, and subsequent conferences should also be discussed at this meeting. Evaluated teacher must bring in a completed lesson or unit plan. At a minimum, the first observation and post conference should be scheduled. Observation times will be mutually agreed upon.

Observation: Numbers of observations are determined by tenured status (see below). The evaluator may do more than the required minimum observations. The evaluator may also continue an observation from one class period to the next. There must be a minimum of 10 days between each observation; however, the teacher may agree to waive the 10 day window. The primary observer may also request a secondary observer to complete additional observations within the evaluation window. The secondary observer must be a qualified administrator. *Additional observations beyond the minimum do not require a pre-conference but do require an observation report and opportunity for a post-conference if the content is to be added to the evaluation.*

Post-observation conference: Within 10 days of each required observation, there must be a post-observation conference between the staff member and the evaluator to discuss the observation, any comments and/or suggestions noted on the observation form, and the portfolio. Any criticisms noted must contain suggestions for improvement; however, suggestions are not limited to those areas of concern. The staff member will receive a copy of the form and be required to verify that a copy was received by initialing or signing the forms.

Initialing signifies only that a copy of the form was received. The post-observation conference may also serve as the pre-conference for the next observation.

Within ten days of the final observation, the staff member will be given a copy of the completed **Summative Evaluation Report**. The staff member will be required to verify with a signature or initials.

The staff member has the right, within ten school days, to submit a written response to the evaluator's statements. The staff member's rebuttal will be attached to the observation form in the permanent file.

Non-tenured teacher's summative evaluation requirements:

- For each non-tenured teacher, a minimum of three observations shall be required each school year, of which two must be formal observations.
- Years three and four only
 - Portfolio that shows completion of a professional growth goal consistent with Danielson's Framework

Tenured teacher's summative evaluation requirements:

- For each tenured teacher who received either an "excellent" or "proficient" performance evaluation rating in his or her last performance evaluation, a minimum of two observations are required during the cycle in which the current evaluation is conducted, one of which must be a formal observation.
- For each tenured teacher who received a "needs improvement" or "unsatisfactory" performance evaluation rating in his or her last performance evaluation, a minimum of three observations shall be

required in the school year immediately following the year in which the “needs improvement” or “unsatisfactory” rating was assigned, of which two must be formal observations.

- Portfolio
 - Portfolio will consist of three sections: evidence of each domain, personal professional goal, and professional growth documentation.

ASPECTS OF EVALUATION PROCESS

Informal Observations

Informal observations follow the same protocol for both non-tenured and tenured teachers

- Informal observations require no scheduling or pre-conference
- Informal observations are not subject to a minimum time requirement
- No forms are required on the part of the teacher
- Comments from informal observations must be formalized using the Teacher Observation Form with an opportunity for an in-person discussion in order to be used in the Summative Report.
- All informal observations will take place between the period three weeks after the start of school and February 15th of the evaluation year.
- Informal observations cannot be within 10 school days of each other unless the teacher waives this limitation (This can be waived with agreement between observed teacher and administration)
- If requested, the post conference must take place within 10 school days after the observation.
- All classroom observations for purposes of evaluation shall be conducted openly and with full knowledge of the teacher.
- If the qualified evaluator determines that the evidence collected to date may result in the teacher receiving either a “needs improvement” or “unsatisfactory” performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination.

Formal Observations

Formal observations follow the same protocol for both non-tenured and tenured teachers.

- All formal observations will include a pre-conference; a classroom observation of at least 45 minutes, or a complete lesson, or a complete class period; and a post-observation conference.
- Teachers will be required to fill out a planning conference form and a reflective conference form prior to the respective conferences.
- All formal observations will take place between the period three weeks after the start of school and February 15th of the evaluation year.
- Formal observations cannot be within 10 school days of each other unless the teacher waives this limitation (This can be waived with agreement between observed teacher and administration)
- An exact date for the observation and conferences shall be mutually agreed upon.
- The post conference must take place within 10 school days after the observation.
- All classroom observations for purposes of evaluation shall be conducted openly and with full knowledge of the teacher.
- If the qualified evaluator determines that the evidence collected to date may result in the teacher receiving either a “needs improvement” or “unsatisfactory” performance evaluation rating, then the qualified evaluator shall notify the teacher of that determination.

Additional Observations/Information

Additional observations/information follow the same protocol for both non-tenured and tenured teachers.

- If content from the additional observation/information is to be included in the evaluation, it must be written on an observation form and a post-observation conference must be held.

- Feedback must be given to the teacher prior to the summative report.
- All classroom observations for purposes of evaluation shall be conducted openly and with full knowledge of the teacher.

PROFESSIONAL DEVELOPMENT PLAN

Within thirty, (30) school days of a performance evaluation rating of “needs improvement” or notification of a tenured teacher’s non-compliance with the job description, the evaluator will develop the Professional Development Plan in consultation with the teacher.

The Professional Development Plan will identify the specific areas of performance, which need improvement. The plan for skill development in specific areas of the job description and evaluation should be collaborative but may be directed by the evaluator. The evaluation process for this assistance will be based on principles of conscientious self-evaluation, mutual respect, and confidentiality.

The purpose of the Professional Development Plan is to provide direct administrative support in order to ensure full development of the teacher’s performance abilities. The Professional Development Plan will support the District’s expectation for complete development of a teacher’s potential in all professional areas, and it will take into account the teacher’s regular teaching assignment and other ongoing professional responsibilities

The Professional Development Plan will contain:

1. A specific and detailed timeline to review progress at three (3) intervals of approximately one (1) month or twenty (20) school days. Depending on the time of year when the assignment to the Professional Development Plan occurs, the plan may extend into the following school year.
2. A summary of specific performance areas identified by the evaluator as needing improvement.
3. Any supports that the District will provide to address the performance areas identified as needing improvement or not compliant with the job description.
4. A performance evaluation and rating of the teacher’s performance at the conclusion of the Professional Development Plan.

A teacher who successfully completes the Professional Development Plan and improves his/her performance to a “proficient” or better level will be “on-cycle” for a formal performance evaluation the next school year. A minimum of three (3) observations shall be required in the next evaluation cycle of which two (2) must be formal observations. A teacher who fails to successfully complete the Professional Development Plan and improve his/her performance in the deficient performance areas will be rated “**unsatisfactory**” and commence the remediation process.

REMEDATION PLAN

Tenured Teacher Remediation Procedures

1. The plan shall provide, within 30 school days after completion of an evaluation of a tenured teacher resulting in a rating of unsatisfactory, for the development and initiation by the district of a remediation plan designed to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable.

2. The remediation plan shall provide for 90 school days of remediation within the classroom. The plan shall also provide for a mid-point and final evaluation and ratings during the 90-school day remediation period.
3. Each evaluation shall assess the teacher's performance during the time period since the previous evaluation. A written copy of the evaluation and rating shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation. The evaluation shall identify any performance deficiencies and recommendations for correction of the teacher's performance.
4. The final evaluation shall include an overall evaluation of the teacher's performance during the remediation period and shall be issued within 10 calendar days after the conclusion of the remediation plan. The Board of Education shall not lose jurisdiction, however, to discharge the teacher if the final evaluation is not issued within 10 calendar days after conclusion of the remediation plan. Failure to strictly comply with the time requirements set forth in Section 24A-5 of The School Code shall not invalidate the results of the remediation plan.
5. Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified administrator, and a consulting teacher. The remediation plan may include participation of other personnel to assist in correction areas identified as unsatisfactory.
6. The participation of the consulting teacher shall be voluntary.
7. The qualified consulting teacher shall be one who has received a rating of Excellent on his or her most recent evaluation, has a minimum of five years' experience in teaching and has reasonable familiarity with the assignment of the teacher under remediation.
8. The qualified administrator evaluator of the teacher who receives a rating of unsatisfactory shall select the consulting teacher.
9. Where no consulting teacher who meets the qualifications set forth in point 7 above is available, the District shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall provide a consulting teacher who meets the requirements of point 7. The State Board of Education shall compensate any consulting teacher provided to the District.
10. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation period.
11. The consulting teacher shall provide to the teacher rated unsatisfactory guidance on how to improve teaching skills and to successfully complete the remediation plan.
12. The consulting teacher shall not evaluate the performance of the teacher under remediation. All evaluations and ratings shall be prepared and issued by the qualified administrator evaluator.
13. The consulting teacher shall be informed through conferences with the qualified administrator evaluator and the teacher under remediation of the result of the mid-point evaluation in order to continue to provide assistance to the teacher under the remediation plan.

The remediation plan shall provide that any teacher who fails to complete the 90-school day remediation plan with an equal to or better than “satisfactory” or “proficient” shall be dismissed in accordance with Section 24-12 of The School Code. The plan shall also provide for reinstatement to the District’s evaluation plan schedule for the following school year of any teacher who receives a rating to or better than “satisfactory” or “proficient”. A minimum of three (3) observations, of which two (2) must be formal observations are required in the next evaluation cycle.

Portfolio

All teachers will need to create a portfolio to provide documentation and reflection. Tenured teachers will have three parts to their portfolios: Evidence of the Four Domains, Personal Professional Goal, and Self-Directed Professional Growth. Non-tenured teachers’ portfolios (during years three and four only) require only evidence of the Four Domains and Personal Teaching Goal. The purpose of the portfolio is to provide feedback on the act of teaching, delivery of service, and the results of practice.

A portfolio is...

- A process
- A careful selection of artifacts that support your competence and growth as an educator
- Limited to three to five artifacts for each domain area
- An opportunity to reflect on each artifact collected
- A source of conversation during conferences with evaluator
- A source of evidence in each domain for the evaluator
- A springboard for self-reflection

A portfolio is not...

- A last minute effort
- A specified format
- A huge collection of random artifacts
- For the educator only
- About each component within the domains but rather about the domains themselves

Part One: Evidence of the Four Domains

Part one of the portfolio is organized around the four domains with three to five artifacts selected for each domain (totaling a minimum of 12 artifacts and a maximum of 20). Artifacts must represent different components, and they are to be taken from a variety of sources. Teachers should carefully select examples of work that illustrates key features of an educator’s practice. The artifacts may demonstrate the range of work, the depth of work, evidence of one’s growth, or best work examples. Located in the appendix is a list of sample artifacts that could be included for each domain. Each artifact must include an artifact tag (specified form) that includes why you selected each piece or what you have learned from that piece. All teachers must show how they incorporated component 4d in their portfolios.

Part Two: Personal Professional Goal

Educators are to develop a personal professional goal based on Danielson’s Framework for effective teaching. The goal an educator selects and the work s/he conducts should focus on one of the four domains in the Danielson Framework. The goal needs to be a SMART goal, which means that the goal is:

S = Specific and Strategic

M = Measurable

A = Attainable

R = Results-Orientated

T = Time bound

Educators will work with their administrator to select a domain in which to develop a goal. Educators must fill out the appropriate form and reflect upon their completion of their goal in their portfolio (form #).

Part Three (tenured teachers only): Self-Directed Professional Growth

The goal of the tenured portion of the portfolio is to build upon the experience tenured teachers have and provide them with an evaluation process that honors that experience and builds on their commitment to continual learning and professional growth. The overall aim of self-directed professional growth is for teachers to engage in new learning. The purpose of the provided options is to provide a structured, supportive, and collaborative environment to promote professional learning that will further the joint goal of academic success for all students.

There are three choices for self-directed professional growth: district/school initiatives, classroom-based inquiry/Masters degree, or doctorate degree/National Board Certification. Some choices offer the option of working collaboratively with other teachers. Each teacher would still need to provide some documentation of their professional growth in their portfolio.

Option One: District or School Initiatives

Teachers selecting this option may work independently or collaboratively with colleagues. For this option, teachers would be required to be an active participant in a committee that is focused on a district or school initiative. For example, PBIS, SIP, task forces, or acting as a consulting teacher or mentor would fulfill this option's requirements.

Option Two: Classroom Based Inquiry or Masters Degree

This option is open to all teachers who decide to conduct ongoing inquiry in their classrooms or who decide to obtain a Masters Degree from a fully accredited institution.. This option allows a teacher to work on a question s/he might have in regard to (for example) classroom performance, student needs, curriculum implementation, the impact of various instructional strategies on learning, student behavior/discipline approaches, and classroom environment issues. The information gathered by the teacher is then used to enhance teaching and student learning. Classroom based inquiry can be accomplished individually or be done by a group of teachers who have a common interest.

Option Three: Doctorate/National Board Certification

This option is open to all teachers who decide to pursue an EdD or PhD in an education field or pursue National Board Certification. The EdD or PhD program must be from a fully accredited institution.

EAST DUBUQUE SCHOOL DISTRICT #119
 Certified Educator Evaluation Process
 Non Tenured/Tenured Educator

NOTIFICATION OF EVALUATION

Teacher: _____

Date: _____

Please be advised that pursuant to 105 ILCS 5/24-A of the *Illinois School Code*, your performance evaluation will be conducted during the upcoming 2016-2017 school year. A copy of the District’s Teacher Evaluation Plan and evaluation instrument may be viewed on the District’s website.

Listed below are four domains of the East Dubuque District evaluation plan. Domains 1 & 4 are in bold type because much of the discussion during the pre-observation conference will focus on these domains. The required items for this meeting will be communicated by your administrator.

You are tentatively scheduled to be evaluated: Semester 1: _____ Semester 2: _____

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Instructional Goals 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Assessing Student Learning	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture of Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space
Domain 4: Professional Responsibilities	Domain 3: Instruction
4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Contributing to the School and District 4e. Growing and Developing Professionally 4f. Showing Professionalism	3a. Communicating Clearly and Accurately 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Providing Feedback to Students 3e. Demonstrating Flexibility and Responsiveness

Please note that the performance evaluation ratings required by law will be “Excellent”, “Proficient”, “Needs Improvement”, and “Unsatisfactory”. (Definitions of these ratings are in the Evaluation Plan). If a teacher’s performance is rated “Needs Improvement,” the District will develop and commence a “Professional Development Plan” in accordance with the Evaluation Plan and the *Illinois School Code*. If a teacher’s performance is rated “Unsatisfactory”, the District will develop and commence a 90-day (school day) “Remediation Plan” pursuant to the Evaluation Plan and the *Illinois School Code*.

Please contact your Principal or the Superintendent with any questions.

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Please contact your Principal or the Superintendent with any questions.

Component Summary - Teacher

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Makes content errors or fails to correct student errors; displays little understanding of the subject, structure of the discipline, or pedagogical issues involved in student learning of content	Displays basic content and pedagogical knowledge but does not make connections with other disciplines or anticipate student misconceptions.	Demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Instructional practices reflect current pedagogical knowledge.	Knowledge of the content and pedagogy are extensive, showing evidence of connections with other disciplines and a continuing search for improved practice. Actively builds on knowledge of prerequisites when designing instruction.
<i>1b: Demonstrating knowledge of students</i>	Displays minimal knowledge of developmental characteristics of age group, or students' skills and knowledge, interests, cultural heritage and/or approaches to learning.	Demonstrates knowledge of students' developmental characteristics, skills and interests, cultural heritage and attempts to use this knowledge in planning for the class as a whole.	Demonstrates knowledge of students' developmental characteristics, skills and interests, cultural heritage and uses this knowledge to plan for groups of students.	Demonstrates knowledge of students' developmental characteristics, skills and interests, cultural heritage and uses this knowledge to plan for individual and class learning.
<i>1c: Selecting instructional goals</i>	Instructional goals are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional goals are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but Educator makes no attempt at coordination or integration.	Instructional goals are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional goals are stated as goals that can be assessed, reflecting consistently higher levels of learning and District curriculum standards. They represent different types of content opportunities for both coordination and integration account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Educator is unaware of resources to assist students who need them or the resources utilized are unsuitable for students and are not aligned with district curriculum framework and Illinois State Learning Standards.	Resources utilized are adequate, represent basic learning suitable for most students and are partially aligned with the district curriculum framework and Illinois State Learning Standards.	Resources utilized are varied, represent high level learning suitable for most students and are aligned with district curriculum framework and Illinois State Learning Standards.	Resources utilized represent high level learning suitable for all students, are aligned with district curriculum framework and Illinois State Learning Standards, and are adapted, where necessary, to meet the needs of individual students. Educator actively seeks other resources from professional sources and the community.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional goals and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional goals, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Educator coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional goals and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Educator coordinates knowledge of content, of students, of resources, to design a series of learning experiences aligned to instructional goals, differentiated when appropriate to make them suitable to all students and to engage them in significant learning. The lesson or unit has clear structure and allows for different pathways adaptable to student needs.
<i>1f: Assessing student learning</i>	Approach to assessment contains no clear criteria or standards and lacks congruence with the instructional goals. Educator has no plans to use results of assessment to design future instruction.	Plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Educator uses the assessments to plan for future instruction for the class as a whole.	Plan for student assessment is aligned with the instructional goals with clear assessment criteria and standards that have been communicated to students. Educator uses the assessments to plan for groups of students or individuals.	Plan for student assessment is aligned with the instructional goals containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Educator monitors progress in achieving the goals.

Component Summary - Teacher

Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions are negative or inappropriate and characterized by sarcasm, put-downs, or conflict. Students exhibit disrespect to others.	Classroom interactions between teacher and student are generally appropriate but may reflect some displays of insensitivity or lack of responsiveness to cultural or development differences among students. Students do not demonstrate negative behavior toward others.	Classroom interactions are respectful of the cultural and developmental differences between groups of students. Most students exhibit respect toward educator and each other.	Classroom interactions are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students' cultures and levels of development. Most students themselves ensure maintenance of high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom does not represent a culture for learning and is characterized by low educator commitment to the curriculum, low expectations for student achievement, and students demonstrate little pride in work	The classroom environment reflects commitment to the curriculum and modest or inconsistent expectations for student achievement. The majority of students demonstrate minimal pride in work.	The classroom environment represents a genuine culture for learning with commitment to the curriculum and high expectations for student achievement. Most students actively participate and show pride in work.	Educator demonstrates a passionate commitment to the curriculum. Most students assume some of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard.
<i>2c: Managing classroom procedures</i>	Classroom routines and procedures for transitions, handling of supplies and performance of classroom duties are nonexistent, unsafe, or inefficient resulting in the loss of much instructional time	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instructional time. Safe procedures are followed but not comprehensive.	Classroom routines and procedures have been established and function smoothly, safely, and with little loss of instructional time.	Classroom routines and procedures are seamless in their operation, and most students assume some responsibility for their smooth functioning.
<i>2d: Managing student behavior</i>	Student behavior is poor, with no clear expectation, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Educator makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful or are inconsistently implemented.	Educator is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are consistent, appropriate, and respectful to students.	Most student behavior is appropriate, with evidence of student participation in setting expectations and monitoring behavior. Educator's monitoring of student behavior is subtle and preventive, and Educator's response to student misbehavior is sensitive to individual student needs.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the educator's use of physical resources is moderately effective. Educator may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; educator ensures that the physical arrangement is appropriate to the learning activities. Educator makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.

Component Summary - Teacher

Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3a: Communicating clearly and accurately</i>	Educator's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	Educator's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. Communications may require further elaboration to avoid confusion.	Educator communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development	Educator's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. Communications also anticipate possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Educator's questions are low-level or inappropriate, limited student participation, and recitation rather than discussion.	Some of educator's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Educator attempts to engage all students in discussion are only partially successful.	Most of the educator's questions elicit a thoughtful response, and the educator allows sufficient time for students to answer. Many students participate in the discussion, with the educator stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate some of the high-level question. Most students participate in the discussion, with the educator stepping aside when appropriate.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional goals, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional goals, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has uneven structure or pacing.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional goals, and students' cultures and levels of understanding. Most students are engaged in work of a high level. The lesson's structure is coherent, with appropriate pace.	Most students are highly intellectually engaged throughout the lesson in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment for Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by educator or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by educator and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by educator and/or students, and through high quality feedback to students. Students are aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and educators, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Educator adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; educator assumes no responsibility for students' failure to understand.	Educator demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Educator ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Educator is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

Component Summary - Teacher

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>4a: Reflecting on Professional Practices</i>	Reflection is absent, inaccurate or educator poses no ideas of how to improve.	Reflection is generally accurate; yet makes few suggestions for improvement. Educator makes general suggestions as to how the lessons and practice might be improved.	Educator’s reflection provides an accurate and objective description of the lessons and practice, and cites specific positive and negative characteristics. Educator makes some specific suggestions as to how the lesson might be improved.	Educator’s reflection on the lesson and practice is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Educator draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining Accurate Records</i>	Educator does not maintain and submit records/reports in a timely manner. The system for maintaining information is not evident or in disarray. Records contain errors.	Maintains and submits records/reports in a timely manner; yet system is rudimentary and only partially effective. Records are accurate.	Educator’s system for maintaining accurate records is efficient and effective.	Educator’s system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<i>4c: Communicating with Families</i>	Provides little or no information to families and makes limited or inappropriate attempts to engage them. Educator is not available to students and parents at reasonable times.	Complies with school/district procedures for communicating with families and makes an effort to engage them. Educator is available to students and parents at reasonable times. But communications are not always appropriate to the cultures of those families.	Educator communicates frequently with families and successfully engages them in the instructional program. They convey information to families about individual students in a culturally appropriate manner.	Initiates and encourages frequent and varied two-way communications with families engaging them in information about instructional standards and programs, classroom procedures, and student progress. Parent/Community concerns are handled sensitively and effectively.
<i>4d: Contributing to the School and District</i>	Relationships with staff are negative or self-serving. Avoids involvement in school and/or district events or projects. Actively works against school district initiatives.	Relationships with staff are professional and productive. Participates in events and activities when required or specifically asked.	Cultivates relationships with staff and maintains positive and productive relationships with colleagues that are professional and productive. Educator is engaged in school and district initiatives, events, and activities and contributes to them.	Demonstrates substantial leadership and contributions to school and district initiatives, events and projects by working cooperatively and respectfully with others. Actively supports and implements the school/district improvement plans.
<i>4e: Growing and Developing Professionally</i>	Does not actively participate in professional development activities unless required. No evidence is apparent of application of new learning.	Attends and participates in professional development activities when required or convenient. Little application of new learning is evident in practice.	Participates actively in a variety of professional development activities and utilizes the new skills appropriately.	Makes substantial contribution to school, district, and the profession by pursuing and engaging in a variety of professional development activities. Responsibilities go beyond primary assignments; assists other in implementing strategies to improve and enhance school/district programs.
<i>4f: Demonstrating Professionalism</i>	Is not alert to students’ needs. Educator contributes to practices that are self-serving or result in students being poorly served. Does not maintain confidentiality. Educator consistently fails to comply with regulations and timelines.	Attempts to meet student needs are genuine but inconsistent. Educator does not knowingly participate in practices that contribute to students being poorly served. Generally respects confidentiality. Educator complies minimally with regulations and timelines.	Makes genuine and successful efforts to meet students’ needs. Maintains a level of confidentiality and meets professional responsibilities. Educator complies with regulations and timelines.	Treats students, staff, and parents with respect, and maintains sensitive information with confidentiality. Models high standards of attendance and punctuality, advocating for students, and precision in meeting professional responsibilities. Educator complies fully with regulations and timelines.

EAST DUBUQUE SCHOOL DISTRICT #119
 Certified Educator Evaluation Process
 Non Tenured/Tenured Educator

PRE-OBSERVATION FORM

Educator: _____	Observer: _____
School(s): _____	Assignment: _____

The following times are tentative and are subject to change.

Pre-Observation Conference 1 Date and Time:		Pre-Observation Conference 2 Date and Time:	
Observation 1 Date and Time:		Observation 2 Date and Time:	
Reflection 1 Date and Time:		Reflection 2 Date and Time:	

I agree to waive the 10 days between observation dates. _____ (teacher initials)

GUIDING QUESTIONS FOR THE PRE-OBSERVATION CONFERENCE

Purpose:

The purpose of the Pre-Observation conference is to assist you in being a thoughtful practitioner. These questions are designed to focus your thinking about what learners need to know and be able to do and how you will assess their learning. The numbers after the questions below refer to the components of the domains. You will use these questions as appropriate to prepare for the Pre-Observation conference prior to the formal observation.

Directions:

Please be prepared to discuss these questions with your observer at the Pre-Observation conference. You may wish to take notes on this form to clarify your thinking and for your own records.

1. Briefly describe students in this class and any changes of performance and classroom dynamics since the last conference (if applicable). (1B)
--

2. What are the outcomes of this lesson/service? What do you want students to learn? (1C)
3. What standards align with this lesson/service? (3D)
4. What performance data assisted you in choosing these outcomes and how do they fit into the unit of instruction? (3D)
5. What instructional strategies do you plan to use to engage students in the lesson/service? What will you do? What will the students do? (1E, Domain 3)
6. What difficulties do you anticipate students having? How do you plan to address those difficulties? (1A, 1B, 1F, 3D, 3E)
7. How will you differentiate this lesson for diverse learners? An example might include instruction, materials, products, learning styles, or abilities. (3E)
8. What instructional materials or resources will you use? (Bring them if necessary.) (1D)

9. How do you plan to assess achievement of the outcomes? (1F)
10. On which aspects of the observation do you want feedback?
11. How have you addressed your professional growth plan? (4E)

EAST DUBUQUE SCHOOL DISTRICT #119
Certified Educator Evaluation Process
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Post Observation Reflection Form

Educator:	_____
School(s):	_____ Observation Date: _____
Assignment:	_____ Observer: _____

Purpose:

The purpose of the reflection portion of the post observation conference is to provide the opportunity to demonstrate insights, self-evaluation, and refinement of professional practices. This form will serve to facilitate a conversation between educator and evaluator.

Directions:

Please bring a copy of this form and be prepared to discuss these questions with your observer at the post observation conference.

1. As I reflect on the lesson/service provided, to what extent did the learners take responsibility for their own learning and productively engage in activities that are consistent with the goals and objectives of the lesson/service?
2. How were objectives and expectations communicated for this lesson? What feedback did I receive from the learners indicating that they achieved understanding and that the goal/objective(s) was/were met for this lesson/service?

3. In what ways did the environment impact students' abilities to meet the learning goals (i.e., routines and procedures, standards of student conduct, atmosphere of respect, student conduct, and physical space)?

4. What adjustments did I make to the lesson in reaction to student understanding? After reflection, what adjustments would I make to the future? Why? How?

5. Other comments?

OBSERVATION REPORT

Name of Staff Member: _____ Pre-Observation Conference Date: _____
 Observation Date: _____ Time: _____ to _____
 Observed Class: _____

Domain 1 – Planning and Preparation	Evidence:
<ul style="list-style-type: none"> a) Demonstrating knowledge of content and pedagogy b) Demonstrating knowledge of students c) Selecting instructional goals d) Demonstrating knowledge of resources e) Designing coherent instruction f) Assessing student learning 	

Comments:

Domain 2 – Environment	Evidence:
<ul style="list-style-type: none"> a. Creating an environment of respect and rapport b. Establishing a culture for learning c. Managing classroom procedures d. Managing student behavior e. Organizing physical space 	

Comments:

Domain 3 – Instruction/Delivery of Services	Evidence:
<ul style="list-style-type: none"> a. Communicating clearly and accurately b. Using questioning/discussion techniques c. Engaging in student in learning d. Using assessment for instruction e. Demonstrating flexibility and responsiveness 	

Comments:

Domain 4 – Professional Responsibilities	Evidence:
<ul style="list-style-type: none"> a. Reflecting on professional practices b. Maintaining accurate records c. Communicating with families d. Contributing to the school and district e. Growing and developing professionally f. Demonstrating professionalism 	

Comments:

Signatures: Evaluator _____ Date _____

Staff Member _____ Date _____

Attach this form to the Summative Evaluation Report

EAST DUBUQUE SCHOOL DISTRICT #119
Certified Educator Evaluation Process
Non Tenured/Tenured Educator
20____ - 20____
EVALUATION SUMMATIVE REPORT

Name _____ School _____
Grade Level/Department _____ Subject(s) Taught _____

CURRENT EMPLOYMENT STATUS:

Probationary Tenured Years of Service _____

<u>Date of Pre-Observation Conference</u>	<u>Date of Observation</u>	<u>Length of Visit</u>	<u>Type of Class or Subject(s) Taught</u>	<u>Date of Post-Observation Conference</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____

Written Evaluation Completed (date): _____ Evaluation Conference (date): _____

OVERALL PERFORMANCE RATING

Excellent Proficient Needs Improvement Unsatisfactory

SIGNATURES:

_____ Date _____ _____ Date _____

*Staff Member – Signature indicates only that the evaluation has been received. Primary Evaluator

_____ Date _____ _____ Date _____
Contributing Evaluator (if applicable) Principal

EAST DUBUQUE #119 SUMMATIVE EVALUATION REPORT – TEACHER

Domain 1 – Planning and Preparation	Evidence:
<ul style="list-style-type: none"> a. Demonstrating knowledge of content and pedagogy b. Demonstrating knowledge of students c. Selecting instructional goals d. Demonstrating knowledge of resources e. Designing coherent instruction f. Assessing student learning 	
Comments and suggestions:	
Overall Rating Domain 1: <input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	

Domain 2 – Environment	Evidence:
<ul style="list-style-type: none"> a. Creating an environment of respect and rapport b. Establishing a culture for learning c. Managing classroom procedures d. Managing student behavior e. Organizing physical space 	
Comments and suggestions:	
Overall Rating Domain 2: <input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	

Domain 3 – Instruction/Delivery of Services	Evidence:
<ul style="list-style-type: none"> a. Communicating clearly and accurately b. Using questions/discussion techniques c. Engaging student in learning d. Using assessment for instruction e. Demonstrating flexibility and responsiveness 	
Comments and suggestions:	
Overall Rating Domain 3: <input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	

Domain 4 – Professional Responsibilities	Evidence:
<ul style="list-style-type: none"> a. Reflecting on professional practices b. Maintaining accurate records c. Communicating with families d. Contributing to the school and district e. Growing and developing professionally f. Demonstrating professionalism 	
Comments and suggestions:	
Overall Rating Domain 4: <input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	

Excellent: Of the overall domain ratings, there are at least two rated Excellent, one being in Domain 3, and no rating less than Proficient. (worst possible rating = 2 Excellent, 2 Proficient) (best possible rating: 4 Excellent(s))

Proficient: Of the overall domain ratings, there may be a combination of Excellent, Proficient, and Needs Improvement, with no more than one rating of Needs Improvement. Domain 3 may not be rated below Proficient to remain at this level. (worst possible rating = 3 Proficient, 1 Needs Improvement) (best possible rating: 3 Excellent and 1 Needs Improvement)

Needs Improvement: Of the overall domain ratings, combination of Excellent, Proficient, Needs Improvement, and Unsatisfactory, with no more than one Unsatisfactory. (worst possible rating = 3 Needs Improvement and 1 Unsatisfactory) (best possible rating: 3 Excellent(s) and 1 Unsatisfactory)

Unsatisfactory: Of the overall domain ratings, anything more than one Unsatisfactory.

EAST DUBUQUE SCHOOL DISTRICT #119
Certified Educator Evaluation Process
Non Tenured years 3 & 4/Tenured Educator

OVERVIEW OF PROFESSIONAL PORTFOLIO

A PORTFOLIO...

<u>IS</u>	<u>IS NOT</u>
A process	A last minute effort
A careful selection of artifacts that support your competence and growth as an educator	A specified format
Limited to three to five artifacts for each domain area	A huge collection of random artifacts
An opportunity to reflect on each artifact collected	For the educator only
A source of conversation during conferences with evaluator	About each component within the domains but rather about the domains themselves
A source of evidence in each domain for the evaluator	

The portfolio is organized around the four domains with three to five artifacts selected for each domain (totaling a minimum of 12 artifacts and a maximum of 20).

A portfolio is expected to be structured around professional standards and individual and school goals. A portfolio should contain carefully selected examples of work that illustrates key features of an educator’s practice. The artifacts may demonstrate:

- The range of work (ex: the variety of assessments used to measure student learning);
- The depth of work;
- Evidence of one’s growth (ex: draft, revised, polished behavior plan); or
- Best work examples.

The following Portfolio Guide can assist educators in the organization of their portfolio in a two year timeframe.

PORTFOLIO GUIDE

Portfolio Section	Sample Artifacts
Self-Reflection	
Domain 1 – Planning and Preparation	Lesson Plans / Units Unit Plans Grade level, team or subject area maps Assessment plan and assessments Projects / Reports Student Achievement Data Grading Plan and Grade Book Classroom Expectations Substitute Plans Back to School Night handouts Guiding Questions for Planning Conference And/or others, if appropriate
Domain 2 – Learning Environment	Physical layout of room/area Seating arrangements Classroom rules and routines Rubrics Syllabus Bulletin Boards (interactive, instructional and affective) Student projects Data collected from student/parent survey And/or others, if appropriate
Domain 3 – Instruction / Delivery of Service	Units Extension/enrichment activities Review/reinforcement activities Modifications for special needs Differentiation plan Flexible grouping plans Student work samples Homework assignments and guides Curriculum integration efforts Assessments Projects / Reports Student achievement data And/or others, if appropriate
Domain 4 – Professional Responsibilities	Professional involvement (ex: building committees, district committees, professional organizations) Participation in courses, conferences, workshops (in-district, out-of-district) Presentations at meetings Professional readings Group planning notes (team, grade level, subject area) Parent communications (notes, letters, phone call logs, surveys, forms, etc.) Journals/Logs Yearly attendance And/or others, if appropriate

EAST DUBUQUE SCHOOL DISTRICT #119
Certified Educator Evaluation Process
Non Tenured years 3 & 4/Tenured Educator

ARTIFACT TAG FOR PROFESSIONAL PORTFOLIO

Purpose:

The purpose of an artifact tag is to document your reflection on portfolio entries. The process of developing your portfolio is as important as the products in it. It is the process and the reflections that help us learn from our practice and directly connect our work to student and educator learning and growth.

Directions:

Create an artifact tag for each entry in your portfolio.



<p>Educator:</p> <p>Name of Artifact:</p> <p>Date Collected:</p> <p>Domain:</p>

<ul style="list-style-type: none">▪ Why I selected this piece... OR What I learned from this piece...

- Attach to artifact in portfolio. Portfolio will be shared with evaluator.

EAST DUBUQUE SCHOOL DISTRICT #119
 Certified Educator Evaluation Process
 Non Tenured years 3 & 4/Tenured Educator
Professional Goal for Portfolio

Purpose:

Develop a personal professional goal based on Danielson’s framework for professional teaching. The goal selected should focus on one of the four domains in the Danielson Framework. Educators will work with administration to select a domain in which to develop a goal. The goal needs to be a SMART goal, which means that the goal is:

- S = Specific and Strategic
- M = Measurable
- A = Attainable
- R = Results-Oriented
- T = Time Bound

Action Step	Timeline	Evidence/Data Collection	Support Needed

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

Educator and direct supervisor retain copies.

EAST DUBUQUE SCHOOL DISTRICT #119
Certified Educator Evaluation Process
Non Tenured years 3 & 4/Tenured Educator

Professional Development: Self Directed Professional Growth

Purpose:

The goal of the tenured portion of the portfolio is to build upon the experience tenured teachers have and provide them with an appraisal process that honors that experience and builds on their commitment to continual learning and professional growth. The overall aim of self-directed professional growth is for teachers to engage in new learning. The purpose of the provided options is to provide a structured, supportive, and collaborative environment to promote professional learning that will further the joint goal of academic success for all students.

Content and Directions:

There are three choices for self-directed professional growth:

1. District or School initiatives (4d)
2. Classroom Based Inquiry or Masters Degree (4e)
3. Doctorate/National Board Certification (4e)

<p>Educator:</p> <p>Name self-directed professional growth:</p> <p>Time range:</p> <p>Domain/Component (circle): 4d 4e</p> <p>Evidence within Portfolio for Documentation:</p>

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

Educator and direct supervisor retain copies.